



We love our public schools and we know you do, too. That's why, on behalf of the Sherwood Foundation,

we are working hard to tell the story—your story—of how Nebraska's public schools are using innovative programs and practices to effect change.

The mission of the Sherwood Foundation is to promote equity through social justice initiatives enhancing the quality of life in Nebraska. Education is a vital tool for closing the socio-economic gap, giving children the leg up they need to succeed in the world. We believe that Nebraska state residents have a lot to be proud of. And although we know that when it comes to education, there is always room for growth, we can all be proud of the myriad success stories coming from Omaha to Ogallala.

The Sherwood Foundation has embarked on a campaign designed to instill pride in Nebraska public schools among various constituents. From parents to lawmakers, taxpayers to those considering a move to the state. We want everyone to know about the good work taking place throughout the state, and we want taxpayers and lawmakers to feel good about their continued

support and investment in our education system.

Our campaign uses videos and social media to spread the word. But to tell the most compelling story possible we need your help. Is your district or school using technology in a new and innovative way? Are your students taking community service to a whole new level? Are the arts making a huge impact on your students? Is your team winning trophies while motivating kids to learn? We want to hear all about it!

Please contact us directly with all of your great story ideas by emailing denise@nelovesps.org, finding us on Twitter [@NElovesPS](https://twitter.com/NElovesPS), or visiting our Facebook page at [Facebook/NElovesPS](https://www.facebook.com/NElovesPS). We look forward to spreading the word about all of the wonderful ways our public schools are making a difference for our kids, and for our state.

Website: www.nelovesps.org

(Native Daughters will be featured soon)

Nebraska teachers are doing great things.

Are you doing something unique in your classroom? Have you found a way to engage your students that increases student achievement? Be recognized!



Applications for 2013 are due August 12, 2012
www.education.ne.gov/toy/Index.html

5 Worst Things a Teacher Can Say	2
Minority Youth Over Represented in Justice System	3
Schools face uphill battle against disparity in discipline	3

Is your school on the wrong side of the digital divide?	4
UN to Investigate Plight of Native Americans	4

Educator Resources	5
Educator Toolbox (Grants/Workshops) ..	6
Dancers of the Plains	5
Middle Level Academy	7
Student Corner Grants	9

Dan Brown, educator/author 5 Worst Things a Teacher Can Say to Students

Get in the Fracas by Dan Brown, April 17, 2012



It is much easier to destroy than to build. Teachers work with young people, and they are fragile works-in-progress. A rash or unfeeling word can undo so much of the trust and growth that we strive for.

As the year winds down and spring fever kicks in, some of us may be feeling weary. Yet no matter what happens, there are some words so destructive that they should never be uttered by a teacher.

5. *"I know this may seem pointless but we have to get through it..."*

I said this a few times early in my career, always related to standardized test prep. It isn't psychologically devastating (see #1 and #2 for that), but it helps no one. If you're forced to follow a less-than-stimulating curriculum, dress it up and sell it however you can in front of the kids. Apologizing for it doesn't help anyone learn or grow; it only weakens you.

4. *"I don't know what I'm doing."*

Many of us feel like frauds at times. We take on enormous responsibility for many young people, and it's often a Herculean task just to keep things from collapsing. But you can't say it to kids. They see you as a responsible, professional grown-up, whether you feel like one or not. Honesty is a virtue, but as a teacher, your top priority is building a safe and trustful environment for student learning. Showing your hand as confused or hapless undermines your ability to do that. Kids will remember that you're the teacher who said that, and it will haunt you.

Saying "I don't know," in the classroom can be great. Certainly, there are plenty of times when teachers don't know something and those moments can invite shared discovery with the students. Modeling curiosity is really important.

"I don't know what I'm doing," is a different thing. Students hear it as admitting underpreparedness or a frazzled state of mind. It's not something I want to hear the

president say; it's not something I want to hear my daughter's teacher say.

3. *"The other class did well with this. What's wrong with you guys?"*

People don't like to be negatively compared to other people. Instead of "the other class," insert anything: your brother, your cousin, my child...

It gets taken as an insult, not a motivator. Teachers should aim to make the students in front of them feel like—while they are together—they are the most important people in that teacher's world. When the bell rings and people go their separate ways, things may change, but students don't like to hear teachers praising absent students at their own expense.

2. *"You will never be able to (fill in the blank)."*

Whether or not you think this is true, you can't say it. Actually, you don't really know if that student will never be able to become a crime scene investigator, pass the AP Calculus exam, or read *Ulysses*. By making the comment, though, you are actively working against their achievement.

1. THE ABSOLUTE WORST AND MOST FREQUENTLY REMEMBERED WOUNDING, TRUST-SHATTERING WORDS:

"I get paid whether you (fill in the blank) or not."

Always spoken in moments of frustration, these words are fatal. Whether intended or not, students hear it as "I don't care about you." There is no more damaging message a teacher can send. *What other third-rail words should never be said in a classroom?*

This post was updated April 17, 2012. Follow Dan Brown on Twitter:

@danbrownteacher

http://teacherleaders.typepad.com/get_in_the_fracas/2012/04/the-5-worst-things-a-teacher-can-say-to-students.html

Report: Minority youth over represented in justice system

Kevin Abourdezck, Lincoln Journal Star, April 25, 2012

Disclaimer: this is a brief from Kevin's article. You are encouraged to read the entire informative article: http://journalstar.com/news/local/education/report-minority-youth-overrepresented-in-justice-system/article_bfe6de86-7a6b-5fd2-827c-dbd7b3767bf2.html#ixzz1t9PN4AWN.

- A state report released this week found that black and Native juveniles are contacted by law enforcement for legal violations at a higher rate than white, Asian or Hispanic youth.
- Anne Hobbs, director of the University of Nebraska at Omaha Juvenile Justice Institute, said the report's authors worked to account for variables that might have skewed the results, such as the seriousness of a juvenile's crime. "There's still very large disparities," Hobbs said. "There's a lot of reform that's needed."
- racial disparities exist at nearly every point at which youth are involved in the Nebraska justice system, including initial contact, adjudication and detention.
- The 150-page report examined 15,338 contacts with law enforcement agencies by youth ages 7 to 17.
- Black and Native youth were the most likely to be placed in juvenile detention facilities compared to other youth, especially white youth.
- The report found that 967 youth who were committed to state custody accounted for 3,572 separate state placements as those youth were moved into different programs or homes. Native youth had the highest mean number of placements at 4.45, while Asians had the lowest mean number of placements at 3.46.
- In addition, Native youth were least likely to be returned to a parent or allowed to live



independently (2.7 percent compared to 8 percent of white youth). Native youth also were the most likely to be removed from their homes (just 8 percent were allowed to remain in their homes).

Additional Resources

Models for Change: Systems Reform in Juvenile Justice
www.modelsforchange.net
 Is there a link between child welfare and disproportionate minority contact in juvenile justice? African-American children are represented in foster care and other child welfare placements at a rate more than twice their representation in the U.S. child population. Free report
www.modelsforchange.net/publications/317

Schools face uphill battle against disparity in discipline

Story Discussion

Font Size: - +

By MARGARET REIST / Lincoln Journal Star | Posted: Monday, April 30, 2012 8:00 am | 1 Comment

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Bill Bryant, a student advocate for Lincoln Public Schools, speaks with a student at Lincoln Southeast High School in this 2010 file photo. Bryant is one of many who hope a deeper cultural understanding between the school system and students will help lessen racial disparity in classroom discipline. (GWYNETH ROBERTS/Lincoln Journal Star file photo)

Students of color in Lincoln Public Schools are suspended or expelled in disproportionately higher numbers than their white counterparts, a trend that mirrors a nationwide phenomenon.

And it has not escaped the notice of LPS administrators, who have made improving cultural proficiency -- how staff members interact with a diverse student population -- one of the district's strategic goals.

"I didn't need to look at an Office of Civil Rights report to know that," said Marilyn Moore, LPS associate superintendent of instruction. All you have to do, she said, is walk into the district's expelled student program to see the disparity. "It's one of the reasons we're doing the work we're doing on cultural proficiency."

This spring, the Office of Civil Rights, which is part of the U.S. Department of Education, released a wealth of data from the 2009-10 school year, which included

READ THE ENTIRE ARTICLE AT journalstar.com/news/local/education/schools-face-uphill-battle-against-disparity-in-discipline/article_36fb05ad-6aaf-5266-b73f-70e31f0bbe0f.html



NEBRASKA DEPARTMENT OF EDUCATION

Is your school on the wrong side the digital divide? They are not just tying shoes anymore.

This is the year when Ipad's will explode in classrooms. Technology is the name of education. National Center for Education Statistics 2010 report found a ratio of 3.1 student to every computer. But what about the schools where most of their students qualify for free or reduced lunch?

Teachers embracing the world of technology have done a complete 180 of teaching. AVG's study found 25% of children 2 to 5 years and open a web browser and 2-3 year olds can play a game. One in 5 can work about smartphones and Ipad's. They are not learning to tie their shoes any more.



With that said, what happens to the lower economic child? We have classrooms where the old IBM takes 30 minutes to boot up. What is next? Is all the whistles and bangs of Ipad's that important? Do we need extreme technology?



"I've seen huge disparities, where I've gone into classrooms in urban districts and the paint is peeling and there's not a computer in sight, to very high-end districts where every kid has an iPad they can bring home," said Lisa Gillis, president of [Integrated Educational Strategies](#), a national nonprofit based in California that helps schools implement digital curricula. "We have a long way to go."

UN to investigate plight of US Native Americans for first time

The UN human rights inquiry will focus on the living conditions of the 2.7 million Native Americans living in the US.

[Ewen MacAskill](#) in Washington [guardian.co.uk](#), Sunday 22 May 2012 12.20



Many US Native Americans live in federally recognised tribal areas plagued with poverty, alcoholism other social problems. Photograph: Jennifer Brown/Corbis

Many of the country's estimated 2.7 million Native Americans live in federally recognized tribal areas which are plagued with unemployment, alcoholism, high suicide rates, incest and other social problems.

The UN mission is potentially contentious, with some US conservatives likely to object to international interference in domestic matters. Since being appointed as reporter in 2008, Anaya has focused on natives of Central and South America.

A UN statement said: "This will be the first mission to the US by an independent expert designated by the UN human rights council to report on the rights of the indigenous peoples."

Read more [EDThttp://www.guardian.co.uk/world/2012/apr/22/un-investigate-us-native-americans/print](http://www.guardian.co.uk/world/2012/apr/22/un-investigate-us-native-americans/print)

Download the Guide *Free* **Facebook Guide for Educator's**

Released March 2012



Tips for developing school policies
Responding to online incidents that impact the school climate
Dangerous Facebook behavior
Education staff bout digital literacy

<http://facebookforeducators.org/>



Teachers registering their classes will be entered into a drawing for a classroom library and a \$250 gift certificate to the Scholastic Teacher Store.

www.scholastic.com/summer/

SCHOLASTIC SUMMER CHALLENGE

Join the **2012 Scholastic Summer Challenge!**

The summer fun begins on May 1, 2012! Kids of all ages are invited to participate in an exciting global reading competition that is fun and friendly. The more kids read, the more rewards and recognition they earn for themselves and their school.

PRE-REGISTER YOUR CLASS
Enter for a chance to win a brand-new classroom library!

REGISTER
your students now >>

Avoid the Summer Slide!
By reading **4 or more** books, kids can avoid the "summer slide"

Word Girl
AMBASSADOR OF SUMMER READING
READ EVERY DAY

Keep kids reading with Summer Reading Take-Home Book Packs with **My BOOKS Summer**
Student & Parent Activities.
Grades PreK-12

BUY NOW! >>

Create your Bookprint to help us donate one million books!

you are what you read

GO NOW! >>



Grants

Humane Society of the United States: Education Mini-grant

The Humane Society of the United States is now accepting applications for the 2012 Humane Education Mini-Grant, designed to fund innovative humane education opportunities in K-12 classrooms. Maximum award: \$1,000. Eligibility: all certified K-12 teachers in the U.S. Deadline: November 30, 2012.

www.humanesociety.org/parents_educators/award/humane_education_mini_grant.html

American Indian Graduate Center has a host of scholarships/fellowships for those pursuing master doctoral, or professional degrees. www.aigcs.org

Libri Foundation: Books for Children Grants

The Libri Foundation Books for Children Grants donate new, quality, hardcover children's books for small, rural, public libraries across the country. Maximum award: varies. Eligibility: Libraries should be in a rural area, have a limited operating budget, and an active children's department. The average total operating budget of a Books for Children grant recipient must be less than \$40,000. Deadline: May 15, 2012.

[/www.librifoundation.org/apps.html](http://www.librifoundation.org/apps.html)



American Honda Foundation: Grants for Education

The American Honda Foundation makes grants to K-12 schools, colleges, universities, trade schools, and other youth-focused nonprofit organizations for programs that benefit youth and scientific education. Maximum award: \$60,000. Eligibility: schools and youth-focused nonprofit organizations. Deadline: May 1, 2012.

corporate.honda.com/america/philanthropy.aspx?id=ahf

Workshops/Conferences

UNMC SEPA Teacher workshop—June 10-14; theme “Taking Science Outside”

http://www.unmc.edu/rhen/SEPA_Teacher_Workshop.htm

19th Annual Reclaiming Youth Seminars

Rapid City, South Dakota
June 18 - 26, 2012

<http://www.reclaiming.com/content/node/89>

Science KICKS2: Summer 2012

Keep Improving Content Knowledge

Sites: Grand Island, Lincoln, Norfolk, McCook, Henry Doorly Zoo, Nebraska City

<http://athena.esu16.org/~esu16science/Science/KICKS2.html>



June 15- Education Day 10 am-4 pm
Culture Shock Youth Concert, 7 pm
(free will donation for concert)
Honor Tribes: Northern and Southern Ponca
www.archway.org/

NCE Conference-June 5-7 Kearney

Special development conference for Nebraska's teachers, administrators, counselors and education advocates.

www.nceconference.com/

Intergenerational Impact of Institutional Trauma

Chadron State College (Sponsored by ESU 13)

May 24, 9:00 AM-3:00 PM

Registration online www.trainingacademy.info.

Additional workshops next page

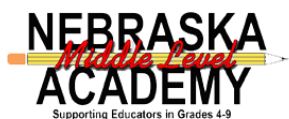


Workshops/Conferences



8 week
15 hour course
May 29-July 18
Online course

In an age where significant classroom diversity is the norm, today's educators are required to adapt and to make the grade. However, minimal time, shrinking budgets and increasing emphasis on state standards can make additional teacher training nearly impossible. This is why the **Anti-Defamation League (ADL)** is proud to present a convenient online, anti-bias program and three-day conference for up to 60 private or public, middle, high or college educators, administrators, student resource officers, school psychologists and/or media specialists.



Day-long Preconference June 6 **June 7-8, 2012 Lexington Middle School**

Preconference: Dr. Kristen French, Director for the Center for Education, Equity and Diversity. Western Washington University

Conference Keynote:

Molly O'Holleran, Nebraska State Board of Education

Breakout session topics include: Improving Instruction with Technology; Fostering Healthy Learning Communities; Improving Student Learning; Instructional Enhancements for Student Success

New Lower Registration fee: \$75 Register online at <http://nmla.shutterfly.com>



THERE IS STILL TIME TO REGISTER!

www.reclaiming.com/content/node/234

Training and workshop events at the 2012 Summer Seminar will include the following:

- LSCI - Life Space Crisis Intervention (June 18-22)
- Deep Brain Learning (June 20)
- RAP - Response Ability Pathways (June 21-22)
- Developmental Audit (June 21-22)
- Circle of Courage ½-day Workshop (morning of June 23; 8am-Noon)

The **Reclaiming Youth Conference** begins at 2:00 pm on June 23rd and will offer an exceptional array of presentations in the following focus areas:

- Education
- Family & Community
- Positive Peer Culture (PPC)
- Social, Emotional & Physical Wellness
- Supervision & Leadership

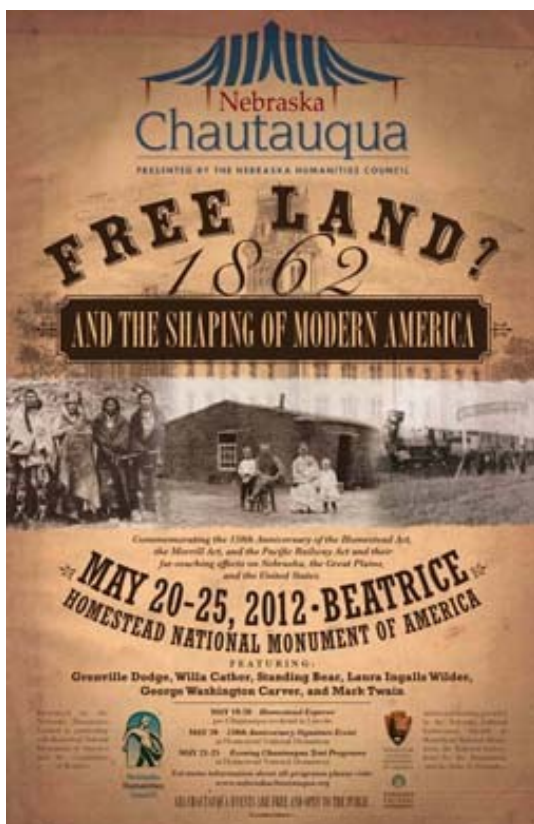


NEBRASKA DEPARTMENT OF EDUCATION

Exciting Opportunities brought to you by

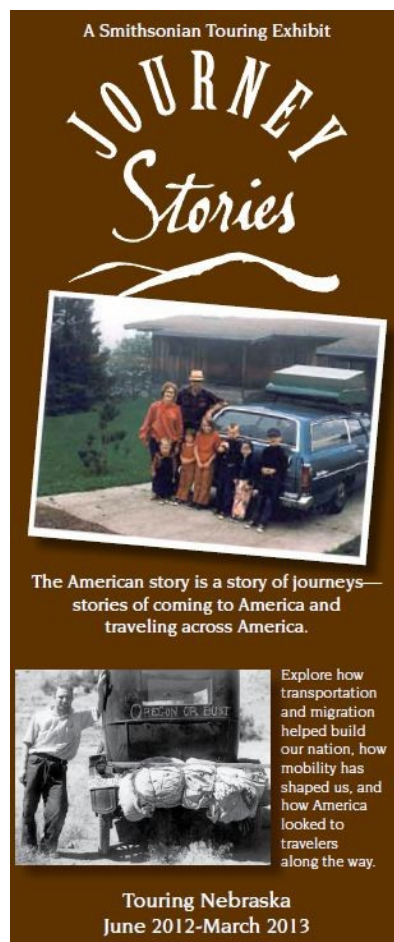


Nebraska
Humanities
Council



The Chautauqua experience provides such first-person historical portrayals and opportunities for audience members to question the scholars, both in character and as a scholar. Meet and visit “Mark Twain.”

www.nebraskachautauqua.org/



www.nebraskahumanities.org/programs/JourneyStoriesRackCard.pdf

Kearney June 1-July 15
North Platte July 23-August 25
Cozad September 1-October 6
Fort Calhoun October 15-November 17
Madison November 25-December 31
Lincoln January 7-18, 2013
Alliance January 28-March 8, 2013

For more information, contact the NHC at (402) 474-2131 or at nhc@nebraskahumanities.org.

The Nebraska Humanities Council is accepting reservations from teachers, librarians, museum curators, and other Nebraska educators to use its new educational trunks.

The trunks are available for a three-week loan, free of charge on a first-come, first-served basis, to educators and community groups statewide. These “cultural encounter kits,” created for students grades 4-8, provide Nebraska youth a better understanding of the Vietnamese and Swedish cultures and their rich traditions in our state.

All four of the kits contain a teacher’s manual with lesson plans and handouts; youth-sized traditional clothing; examples of cultural items such as crafts, cooking utensils, music, and games; and age-appropriate teaching materials that include bilingual and English language books, laminated photos, media, and maps.

- Mexican American
- Germans from Russia
- Children of the Dragon
- Citizens of the Plains: Nebraska’s Vietnamese Americans
- Valkommen Til Nebraska: Nebraska’s Swedish Americans

Speaker's Bureau available to your classroom representing all cultures and history of Nebraska.



**Nebraska
Humanities
Council**

Capitol Forum on America's Future-deadline May 15

Co-sponsored with the Nebraska Secretary of State, Capitol Forum encourages high school students to better understand American democratic values and examine global issues facing the U.S. Students participate in discussions and deliberations with their peers from across the state and members of our elected congressional delegation. Information, forms and flyers available at www.nebraskahumanities.org/programs/choices.html

HARVARD begins aid initiative fall of 2012***Low and moderate income families with income less than \$65,000***

Financial aid is awarded on the basis of demonstrated financial need – there are no academic, athletic or merit-based awards, and we meet the demonstrated need of every student, including international students, for all four years. We invite you to explore our web site for a detailed description of all aspects of our aid program, including our Harvard Financial Aid Initiative for low and moderate income students, under which families with incomes currently below \$60,000 are not expected to contribute to

college costs. Beginning in the fall of 2012, financial aid will be further expanded for low income students, when this income level will be increased to \$65,000.

We do not consider home equity or retirement accounts as resources in our determination of a family contribution, and aid packages do not include any loans. A typical student may receive over \$150,000 in Harvard scholarship assistance over four years and the majority of students receiving scholarship are able to graduate debt-free. Our program continues

to be generous for students across the economic spectrum, with more than two thirds of those receiving scholarship assistance coming from families with incomes greater than \$60,000.

We invite prospective students and their families to complete our [Net Price Calculator](http://isites.harvard.edu/icb/icb.do?key-word=k51861&pageid=icb.page244010) to receive an individual estimate of their scholarship eligibility and cost of attendance at Harvard.

[http://isites.harvard.edu/icb/icb.do?key-](http://isites.harvard.edu/icb/icb.do?key-word=k51861&pageid=icb.page244010)

[word=k51861&pageid=icb.page244010](http://isites.harvard.edu/icb/icb.do?key-word=k51861&pageid=icb.page244010)
Or contact the college financial aid office at 617-495-1581

UNMC SEPA Youth Summer Camp**June 3-6**Register now: www.unmc.edu/rhen/SEPA_StudentCamp.htm**3rd Annual Diversity Law School Expo****July 21, 8 am-1 pm, Creighton University-Omaha**

The Expo is open to high school students, college students and graduates. This event is designed to encourage minorities to pursue a law school education and provide them with the opportunity to learn about the application and financial aid processes while networking with practicing attorneys and current law students. The Expo encourages diversity in the legal profession by providing minorities with the resources needed to start the application process. Contact Clifton Pee at cliftonpee@creighton.edu

Since you have nothing to do this summer we have a short suggestion list to keep you active.

1. Mindlessly surf the web for non-classroom stuff
2. Read a book at a coffee shop, park or on a bench
3. Long shower
4. Sleep past 7:00 a.m.
5. Exercise
6. Build something
7. Eat a candy bar
8. Try a new hobby
9. Turn yourself into a Swiss army knife. Screwdriver can do one thing, but a Swiss army knife can do so much more.
10. Barter a Whopper for a Big Mac
11. Get a gadget you know you want
12. Play a full game of Monopoly
13. Listen to another era of music
14. Don't look at your school e-mail
15. Get a funny movie and Jiffy Pop. OR get a black/white, mute the sound and make your own dialogue.
16. Take off your shoes and walk in a stream or pool
17. Make ice cream by the old "kick the can" method
18. Nothing more relaxing than coloring in a kids book
19. Pack a simple health snack lunch and sit in a park
20. Grow a garden
21. Check out your community calendar for free events
22. Have a book/media swap with friends
23. Make a how-to video for YouTube
24. Scan your old photos
25. Build a blanket fort
26. Blow bubbles with the liquid or gum
27. Learn a new instrument
28. Stargazing at night
29. Bowling
30. Ask what is in the "secret sauce" at the fast food place

